

Exhibit No. 6
Date 2/20/09
Bill No. SB 488

SB488 Testimony
Joyce Silverthorne
February 20, 2009, Room 335, 3:00 p.m.
Senate State Administration Committee

I am Joyce Silverthorne, P-20 Policy Advisory to State Superintendent of Public Instruction, Denise Juneau, and I rise as information on SB 488.

"AN ACT REQUIRING STATE AGENCIES TO COOPERATE WITH AND RECOGNIZE THE AUTHORITY OF MONTANA TRIBAL GOVERNMENTS IN THE PROTECTION, PRESERVATION, AND MANAGEMENT OF TRIBAL CULTURAL RESOURCES; PROVIDING A PENALTY; AND AMENDING SECTION 20-25-108, MCA."

The Office of Public Instruction fully support and implement the intent of:

Article X, Sec. 1(2) of the Constitution,
MCA 2-1-305, Indian Culture Protected,
MCA 20-1-501, Indian Education for All,
MCA 22-3-8, Prohibited Acts—Penalties,
MCA 22-3-9, Montana Repatriation Act,
MCA 90-1, Native American Economic Development Act of 1999, and support
The Office of State Coordinator of Indian Affairs.

The development of cultural protocol is a complex task. The twelve tribes and seven reservations of Montana represent different culture groups, major recognized language families, and distinct and unique tribal government structures. The implication in this legislation that there is published protocol available to follow from each tribe may require some research.

The OPI Indian Education Division has been involved in this task since the passage of implementation legislation for Indian Education for All by the 1999 Legislature. With the addition of funding by the 2005 Legislature, many materials have been developed. This work is both critical and valuable to the implementation of Article X, Sec. 1(2), and to the definition of Quality Education as defined by statute in 2005.

The people who developed the "Indian Education for All Essential Understandings" represented all seven reservations, the Little Shell Tribe, the Montana Advisory Council on Indian Education (MACIE), Montana University System, the Office of Public Instruction, and Indian educators from many levels of education. Other agencies who have worked with this process include the school districts, the Historical Society, and the Park Service. MACIE reviews materials overall, and individual members look for reviews from their tribal entities.

Grants have been distributed to schools and educators to assist in the development of culturally appropriate materials that implement "Indian Education for All Essential Understandings". Each curricular effort requires contact with representatives of the Tribes to be included in the piece to be stated prior to grant approval. Each tribe has its own protocol, and for some the contacts have been within government, within the Tribal College of that reservation, or with tribally recognized educators who are willing to work on curriculum. This recognizes the authority of local control and tribal government roles in guiding the sharing of cultural knowledge.

It is our desire to continue the collaboration with tribes in appropriate checks and balances that will continue this work. The OPI welcomes the opportunity to work with any clarification of process and the reduction of unintended consequences of this legislation.

Enclosure (handout packet)

The Montana Advisory Council on Indian Education (MACIE)

Who is MACIE?

- ✓ Since 1972, MACIE has served as an advisory council to the Office of Public Instruction and the Board of Public Education.
- ✓ Their charge is to advocate for greater cooperation among tribal, state and federal organizations, institutions, groups and agencies for the express purpose of promoting high-quality education and equal educational opportunity for Montana's Indian students.



Montana Office of Public Instruction
Denise Juneau, Superintendent opi.mt.gov

The Montana Advisory Council on Indian Education (MACIE)

MEMBERSHIP

Voting members include:

- ❖ Designees from the 7 Tribal Governments;
- ❖ Little Shell Tribe (State Recognized)
- ❖ 3 Urban Indian Representatives;
- ❖ MEA-MFT representative;
- ❖ School Administrators of Montana representative;
- ❖ Indian Impact Schools of Montana representative;
- ❖ Montana School Boards Association representative;
- ❖ Montana Association for Bilingual Education representative;
- ❖ Montana Indian Education Association Board member
- ❖ Montana Indian Education Association Parent of the Year



The Montana Advisory Council on Indian Education (MACIE)

Issues that MACIE deals with include:

- Curriculum/Resource/Material Review
- OPI and BPE Indian Education initiatives
- Indian Student achievement issues
- Facilitate communication to stakeholders
- Provide leadership in Indian Education issues



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Denise Juneau, Superintendent opi.mt.gov

MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION

Advisory to the

*Office of Public Instruction
Board of Public Education*

*Office of Public Instruction
Director of Indian Education*

*PO Box 202501
Helena, MT 59620-2501
(406) 444-3694*

Members

Dr. Robin Bighorn Fort Peck Tribes PO Box 1027 Poplar, MT 59255 (406) 768-5136 (work) (406) 768-3556 (fax) rebighorn@yahoo.com *Fort Peck Tribes	Norma Bixby Northern Cheyenne Tribe PO Box 307 Lame Deer, MT 59043 (406) 477-6602 (work) (406) 447-8150 norma@rangeweb.net *Northern Cheyenne Tribe	Russell Boham 909 Durango Drive Great Falls, MT 59404-3707 (406) 531-1525 (work/cell) (406) 866-0799 (fax) rboham@bresnan.net *Little Shell Tribe
Emma Core 7249 Pryor Road Billings, MT 59101 (406) 252-5375 (home) efcore@qwest.net *Urban-Billings	Harold Dusty Bull Blackfeet Tribe PO Box 850 Browning, MT 59417 (406) 338-7538 (work) (406) 338-7483 (fax) hdustybull@hotmail.com *Blackfeet Tribe	Jennifer Flat Lip Crow Tribe PO Box 250 Crow Agency, MT 59022 (406) 638-3738 (406) 638-3796 (fax) jenniferf@crownations.net *Crow Tribe
Callen Gilbert Great Falls Public Schools (Longfellow) PO Box 2429 Great Falls, MT 59403 (406) 268-6845 (work) (406) 268-7450 (fax) cal_gilbert@gfps.k12.mt.us ♦Board of Public Education	Janice Hawley PO Box 333 Harlem, MT 59526 (406) 673-3425 (work) (406) 673-3425 (fax) whiteclay_jh@hotmail.com *Fort Belknap Tribes	Carol Juneau PO Box 55 Browning, MT 59417 (406) 338-5689 (home) (406) 338-5688 (fax) csjuneau@3rivers.net *Montana Indian Education Association

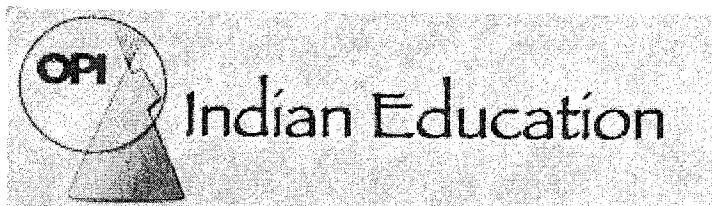
MACIE Members

<p>Denise Juneau Office of Public Instruction PO Box 202501 Helena, MT 59620-2501 (406) 444-3642 (406) 444-3924 djuneau@mt.gov ◇ Office of Public Instruction</p>	<p>Steve Lohning Missoula Indian Center PO Box 16927 Missoula, MT 59808 (406) 829-9515 (work) (406) 829-9519 (fax) slohning@montana.com *Urban-Missoula</p>	<p>Terry Pitts Confederated Salish & Kootenai Tribes PO Box 278 Pablo, MT 59855 (406) 675-2700 (406) 675-2806 terryp@cskt.org *Confederated Salish & Kootenai Tribes</p>
<p>Corri Smith 424 24th Ave NE Great Falls, MT 59404 (406) 268-7402 (work) (406) 268-7384 (fax) corri_smith@gfps.k12.mt.us *MEA/MFT</p>	<p>Voyd St. Pierre Rocky Boy Schools RR 1 Box 620 Box Elder, MT 59521 (406) 395-4270 (work) (406) 395-4829 (fax) voydsp@orkeyboy-hs.k12.mt.us *School Administrators of Montana</p>	<p>Louise Stump Stone Child College RR 1 Box 1082 Box Elder, MT 59521 (406) 395-4875 (406) 395-4836 (fax) kistah2002@yahoo.com *Chippewa-Cree Tribes</p>
<p>Ellen Swaney Office of the Commissioner of Higher Education PO Box 203101 Helena, MT 59620-3101 (406) 444-0332 (work) (406) 444-1469 (fax) eswaney@oche.montana.edu ◇Montana University System</p>		

* Organization Represents (voting)

◇ Organization Represents (ex-officio)

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Indian Education for All Guidance & Data

[Essential Understandings](#)

[A Guide for Evaluating Indian Education Services, Products, and Materials](#)

[A History & Foundation of American Indian Ed Policy](#)

[Funding Spectrum Guide: Indian Education for All](#)

[Letter to Vendors and Resource Providers](#)

[Indian Education for All Teacher Survey](#) This survey is designed to assist schools and school districts in identifying professional development needs for the implementation of Indian Education for All (IEFA).

[Annual Data Collection \(ADC\) Yearly Summaries](#)

A Process Guide for Realizing Indian Education for All: Lesson Learned from Lewis & Clark Elementary

This guide presents insights gained from a two-year process of implementing Indian Education for All into an urban elementary school. Topics covered include: Integrating Indian Education as a form of place-based multicultural education, securing school-based commitment and teamwork, partnering with Indian People, intercultural communication – essence of Indian/non-Indian partnerships and supporting teachers to cross over the tipping point.

[A Process Guide for Realizing Indian Education for All: Lessons Learned from Lewis & Clark Elementary School](#)

Guides for evaluating lessons for Indian Education for All

[Evaluation form: Classroom application and learning objectives for lesson](#)

[Evaluation form: Authenticity/Accuracy of lesson](#)

Perspectives

"Whenever we as American Indian people develop some curriculum materials, we tend to immediately develop a faction that opposes their use. This opposition occurs without anybody appreciating the fact that members of our own tribes locally produced these materials."

-Dr. Richard Little Bear



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